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[575] [657] [251] men's clubs in 1935. During the same year the gardening and food preservation clubs preserved enough to have supplied every Indian family of the agency with more than 100 quarts of canned fruits, plus 37 pounds of dried fruits and vegetables, with 8½ pounds of cured meat. Child welfare clubs made clothes, studied infant care, and dealt with [342] the problem of child health. Home improvement clubs [353] screened homes, made curtains, planted trees, flowers, and [251] shrubs, and dug cellars for the storage of food. Foods nutri- [252] tion clubs prepared under supervision 3,678 dishes during [251] the year. 4-H Club members canned 837 quarts of food, [294] made 1,183 pieces of clothing, and won two first places and a second place at the state fair.[29]

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[657] [871] [874] Schools for the education of the Indian children of the Kiowa-Comanche Agency have been of three kinds: government boarding, mission, and state public. The government boarding school pioneered the educational program, provided a vocational training curriculum, and in recent years has [797] become the school for orphans and the destitute. Since the government never intended to establish special schools for all the children, the mission schools rendered invaluable aid during the years preceding the opening of the public schools to them. The majority of children now attend public schools.

[648] The Treaty of Medicine Lodge obligated the federal government to provide instruction for the Indians of the reservation. Congress appropriated a very modest sum for that purpose in 1870, and in the same year Josiah Butler and wife obtained permission to establish an agency school. On February 20, 1871, Butler and his wife opened the first school on the reservation in a thirty by sixty foot building located on the present site of Fort Sill Indian School, with four pupils, all Comanches, in attendance. Butler continued the school until June 27, 1873, but found it very difficult to enforce discipline.[30]

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[113] [113] 29. McCown, Annual Report: Narrative Section, 1935, 14-24.
30. Commissioner of Indian Affairs, Annual Report, 1873, 224.

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to their tribal pride, did not want their children to attend school with children of other tribes. They wanted the Fort Sill school to themselves. The Kiowas wanted a school nearer their tribal headquarters. The government decided that the time had come to expand and improve the educational system. It agreed to build an additional school, made provision for entering into contracts with religious denominations to establish enough schools to meet the needs, and enacted legislation designed to encourage public schools to admit Indian children. A new and larger school was opened at Fort Sill in 1891, and two years later a government school was established for the Kiowas at Rainey Mountain. This made three government boarding schools on the reservation. Rainey Mountain School was discontinued after a few years, but in its place the government took over St. Patrick's at Anadarko, in 1909, and operated it as Anadarko Boarding School until 1932. Having made provision for schools, Congress in 1891 and 1893 enacted measures for improving the curriculum and for enforcing attendance whenever the circumstances seemed propitious.

For a variety of reasons, the government schools continued to be the most popular. They were operating 30 per cent above capacity in 1896, and a decade later, with a total student capacity of 454, they had a reported average daily attendance of 430.[35] By 1910 six grades were taught; the practical vocational courses had become a part of the curriculum; and expert supervision had been inaugurated. Fort Sill School was rated best.[36] By 1930 each government school taught nine grades and maintained a modern farm which the students were required to help operate. Fort Sill School with 204 pupils had 220 acres in cultivation that year, and produced $13,500 in livestock and dairy products.[37] Beginning in 1935 an additional grade was added each year until there were twelve. All students above the sixth grade in 1945 were required to spend the equivalent of two days each week in vocational work. At that time Riverside In-

35. Ibid., 1896, 264; 1906, 310.
36. Superintendent Kiowa-Comanche Agency, Annual Report, September 1, 1910.
37. Buntin, op. cit., sec. II, 24-27.

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dian School had 2,303 acres of land, 1600 of which was pastured and 650 cultivated. Its 30 modern buildings, valued at $755,000, located on a beautiful fourteen-acre campus on the north bank of the Washita River, served 301 pupils.[38]

The mission school bridged the gap between the restricted government boarding school and the free public school. It was a natural development. The Comanches and Kiowas, by now convinced that their old way of life was gone, offered a fertile field for missionary work. The federal government normally met its needs by means of contracts. Religious denominations welcomed government subsidy for a job they likely would have tried anyway. Thus, when the government in the late 1880's initiated a new policy for making education available ultimately to all Comanche and Kiowa children, it entered into contracts with several religious denominations to operate schools on the reservation. It agreed to pay tuition of pupils on a monthly per capita basis, the amount varying with each contract and from year to year.

The Northern Presbyterian Church was the first to establish a mission school under the new arrangement. Joshua H. Givens, son of the Kiowa Chief, Santanta, had been educated in the East by the Northern Presbyterian Church. When Givens returned to his people in 1889, he joined with the Reverend S. V. Faith, missionary for the Northern Presbyterian Church, in operating Mary Memorial Gregory School. The school was located south of the Washita, four miles from the agency headquarters. Its original capacity of fifty pupils was soon expanded to provide for one hundred.[39]

W. W. Carithers of the Reformed Presbyterian Church in 1889 obtained a tract of land for a mission school. He opened Cache Mission School in the autumn of the next year on Cache Creek, twenty-five miles from the agency, among the Kiowa-Apaches. Carithers gained the confidence and re-

38. Max W. Penrod (Principal of Riverside Indian School) to Wallace, personal interview, June 13, 1945.

39. Commissioner of Indian Affairs, Annual Report, 1900, 353; J. J. Methvin, In the Limelight, or History of Anadarko (copy in University of Oklahoma Library with no title page), 85, 92.

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797 871 spect of both pupils and parents. The school, with facilities for accommodating about fifty pupils, was well attended by Kiowa-Apaches and Comanches.[40]

The Reverend J. J. Methvin in the same year established Methvin Institute for the Methodist Church, South, two miles from the agency headquarters. Methvin began with fifteen pupils, soon had thirty, and during the second year [874] was able to instruct seventy-five. Realizing that the Indian children were in greater need of instruction in the practical subjects than in the traditional arts, Methvin made the Institute an industrial school.[41] Under his able direction, the school had a relatively successful career for almost two decades.

The government set aside 160 acres of land one and one-half miles south of the agency, in 1889, for a Catholic school. Two years later St. Patrick's School was opened. The government took it over in 1909 and operated it as Anadarko Boarding School until 1932, when it was returned to the Catholics who have since continued it under its original name.[42]

797 871 657 658 For a few years the government increased annually the subsidy to the mission schools. For the school year 1893-94 it paid to four mission schools on the Kiowa-Comanche reservation a total of $2,166.15.[43] However, strong protests were made in 1892 against federal aid to church schools. In 1893 the opposition brought about legislation granting federal tuition payments for Indian children attending public schools, and beginning in 1895, it was able to force a gradual reduction of government aid to mission schools until 1901, when it ceased altogether. After the government

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[113] 40. Agent Charles E. Adams to Commissioner of Indian Affairs, September 16, 1898 (MS. Oklahoma Historical Society Library, correspondence files); Commissioner of Indian Affairs, Annual Report, 1891, 351, and 1900, 368.

41. Methvin, *op. cit.*, 88.

[113] 42. Commissioner of Indian Affairs, Annual Report, 1899, 199; a play entitled "A History of Riverside School" (MS. Riverside Indian School, Anadarko).

43. Commissioner of Indian Affairs, Annual Report, 1894, 564. The monthly federal aid per capita was as follows: Methvin Institute, $1.46; Cache Mission, $1.55; St. Patrick's, $1.84; Baptist Missionary, $2.43. Baptist Missionary School had a very short existence. It was located north of the Washita, and no Comanches attended it. Mary Gregory Memorial was not included among the schools receiving federal aid that year. Federal aid to the three government schools for the same year on a similar basis was: Riverside, $14.13; Kelsey Mountain, $12.17; and Fort Sill, $10.48.

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657 But the movement to the public schools required time. 871 Although Congress had enacted legislation as early as 1891 permitting officials to compel attendance, the law had been used only rarely to fill the government schools. Compulsory public school attendance at the opening of the new [177] century was not yet practical. Allotments were not completed until 1906, the schools were few and small, and many whites were still opposed to Indian children in the public schools even for the increased revenue. Furthermore, the Indians did not want to attend. Only forty were enrolled in 1910, but the number increased rapidly during the fol- 657 lowing years. By enrolling the orphans, destitute, and un- 871 desirables in the government schools, the agency removed 177 the cause for much of the white opposition. In 1918 the federal government ruled that the public schools must accept Indian children on the same basis as white children. By 1930, when 884 of the 1582 Indian scholastics were enrolled in public schools, practically all prejudice had disappeared.[46]

871 Teacher reports indicate that Indian children under fif- 153 teen years of age progress as rapidly as white children of 657 the same age group under similar circumstances. Children 871 in the public schools do not get as much vocational training 874 nor as long a term as those in the government schools. The Indian Office staff has urged all schools to include vocational training courses in the curriculum and believes that a few should adopt a program similar to that of the two government schools in order to provide every Indian boy and girl 657 opportunity to obtain a practical education. About two- 871 thirds of the two thousand scholastics in 1944-45 were in [658] public schools. The cost of the entire education program on the Kiowa-Comanche jurisdiction for the same year amounted to $164,104.72[47] or $82.52 for each scholastic. Compared with state appropriations, this was a liberal expenditure.

797 Christian missionaries not only helped to fill the gap between the restricted government schools and the public

46. Superintendent Kiowa-Comanche Agency, Annual Report, 1910; Commissioner of Indian Affairs, Annual Report, 1918, 19; Burtin, op. cit., sec. III, 11.
47. Taylor to Wallace, personal interview, June 12, 1945.